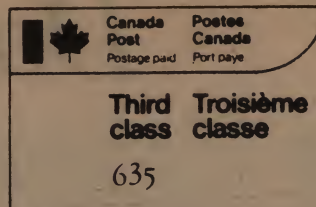




the Ring

"Life isn't all beer and skittles; but beer and skittles, or something better of the same sort, must form a good part of every Englishman's education."

—Rutherford Birchard Hayes (1822-1893)
Tom Brown's Schooldays (1857)



UNIVERSITY OF VICTORIA

Volume 8, Number 13, April 2, 1982

Athletes reap rewards

To cap a remarkable year of triumphs, UVic honored its own at the annual awards banquet March 24.

Chosen outstanding UVic male athlete for 1981-82 is Eli Pasquale, co-captain of the Canadian Interuniversity Athletic Union (CIAU) basketball champion Vikings, a member of Canada's national basketball team and already chosen B.C. university athlete Victoria's top male athlete for 1981.

Co-winners of the UVic female athlete of the year are Vikette field hockey captain Diane Mahy and outstanding distance runner Debbie Scott. Mahy, considered one of the best field hockey players every produced in Canada, was named to the Canadian national team in 1979 and was a CIAU all-star in 1981-82.

Scott is ranked number one in Canada in the 1,500-metre run and is one of the world's top cross-country competitors. She won two gold medals in the CIAU track and field championships in March and was named Victoria's 1981 female athlete of the year.

Winners of the prestigious President's Cup, presented by Dr. Howard Petch, are rower Janice Mason and rugby star Pat Trelawny. The cup is presented to male and female athletes in their fourth or fifth year who best combine scholastic achievement and athletic ability.

Mason, a biochemistry major in her fifth year, is a member of Canada's national rowing team and with Lisa Roy won the first double sculls competition for women ever held at the Henley Regatta.

Trelawny had led the Vikes in scoring for three seasons and is former Canadian and B.C. team member.



Grambart photo

From left, Trelawny, Mahy, Scott, Brain, Mol, Mason and Pasquale clutch their hardware

Dr. Robert Wallace presented the Wallace Shield award for an outstanding athlete in his first year of varsity competition to Wayne Kelly who has emerged as one of Canada's top short course swimmers. Kelly was named to Canada's national team this year.

Rower Marilyn Brain received the Marlet Athletic award from Ted Sawchuck, director of Student and Ancillary Services. The award is in recognition of outstanding contribution to an athletic program in the areas of service, participation and administration.

Brain is a member of Canada's national rowing team.

Corrine Mol, manager of the women's rowing team, received the outstanding manager award from Kathryn Knox of Athletics and Recreational Services.

Election decided by drawing a name



Dr. John Money (History) led at the polls and there was a three-way tie for the final seat available in a Senate election for faculty

members which ended March 31.

Dr. Janet Bavelas (Psychology), Dr. Elizabeth Kennedy (Mathematics) and Dr. Roger Ruth (Education) finished in a tie for sixth place among 12 candidates in the election for six Senate seats for faculty members at large.

Ruth was declared elected when, according to the regulations, his name was drawn from a hat containing the three names.

Money, Dean of Arts and Science in 1980-81, received 154 votes. Also elected were Dr. John Schofield (Economics) with 133 votes, Dr. Gerhart Friedmann (Physics) with 127 votes, Dr. Reg Mitchell (Chemistry) with 125 votes, Dr. Michael Best (English) with 118 votes and Ruth.

Dr. Alan Artibise (History), Dr. Elaine Limbrick (French), Dr. Dorothy Kergin (Nursing) and Dr. Andrew Farquharson (Social Work) were other candidates in the election.

The four faculty members with the highest number of votes will serve three-year terms beginning July 1. Best and Ruth will serve

two-year terms.

In the election, 314 of 493 eligible voters cast ballots. One ballot was spoiled because it contained a departmental date stamp, identifying it as coming from a department chairman's office. That particular ballot would have changed the three-way tie for the final Senate seat to a two-way tie.

Regulations for Senate elections state that ballots must not bear any identifiable markings other than the vote itself.

Four other ballots were thrown out because faculty members failed to put their names on the special envelopes separate from the ballots used to verify eligibility to vote.

Scrutineers for the election included Registrar Ron Ferry, chief librarian Dean Halliwell and F.W. Marshall (Accounting).

In another Senate election to fill a vacancy for the Faculty of Education, Dr. Beverly Timmons won over Dr. Arthur Olson.

Hana Komorous was elected to the Senate by acclamation in a election for professional librarians.

Two law students were elected

by acclamation to the Board of Governors. Lauren A. Fenlon and Frances Waters will serve one-year terms as student representatives on the BOG.

Seven students were elected by acclamation to one-year terms on the Senate. They are Michael Batten, Maureen Dobbin, Margo McCutcheon, Blake Mooney, Jane Samson, Terry Turner and Lou Zivot.

There are places for 11 full-time student Senator but no nominations were received for students in Education, Fine Arts, Graduate Studies and Human and Social Development.

Nominations close April 14 for two representatives in the sciences, two representatives in Education and one representative of Human and Social Development on the university review committee.

All full-time regular faculty members are eligible to make nominations in this election. The university review committee deals with reviews of appointments, promotions, tenure and salaries of faculty members.

Daring to be outrageous



In English 225 you learn to think on your feet

By John Driscoll

Imagine Ayatollah Khomeini visiting Alberta to explain the Islamic Revolution.

How about Wayne Gretzky visiting Zaire on a goodwill tour for the Canadian government or Hugh Hefner going to Iran on a cultural exchange.

Students in the immensely popular English 225 class are asked to do that and much more.

In one recent assignment involving imaginary visits of famous people to unlikely places, they were formed into think-tank teams for an international marketing group and asked to present a detailed itinerary for the visit, including a description of three products to licence and market as souvenirs of the visit, a tour slogan, a personal logo and two-minute radio-television advertisements.

The teams then made 20-minute oral presentations to the chief executives of the international marketing company.

It's what Dr. Colin Partridge (English) calls "a simple exercise in creative thinking".

"Dare to be outrageous," Partridge exhorts his students.

And they are.

In one recent class they divided themselves into teams and were given 10 minutes to improvise oral presentations on some rather exotic products for the chief executive (Partridge) of an international company seeking only one product to manufacture.

The class responded with enthusiasm, originality and wit, their presentations reflecting a generation raised on slick television advertising.

English 225, a course on written and oral business communications, is like no other English class taught at UVic.

Partridge explains that it originated with a recognition of the need for a business communications course for students in Co-operative Education on work terms. These students must complete a work term report and must often write memos, letters and reports during their work term.

Co-op director Dr. Graham Branton (Chemistry) and his assistant Louise Mirlin approached the English Department. A committee of Dr. David Godfrey (Creative Writing), Dr. Nelson Smith (English) and Partridge was established to design the course.

It was first offered from May to August of 1981 to a group comprising mainly co-op students.

"The response was highly enthusiastic and places for 1981-82 were filled by early August," recalls Partridge.

Dr. John Mitchell, an international authority on technical writing who was visiting UVic from the University of Massachusetts, taught English 225 from September to December and Partridge and Hal Lawrence (English), author of *A Bloody War* and an authority on Canadian naval history, are teaching two sections for the Spring term.

Students now taking English 225 are drawn from the general university population, with co-op students in the minority.

Students taking the course have requested that four sections be scheduled for 1982-83 because of the demand.

"A lot of people want into this course because it's applicable to many areas, it's enjoyable and it's stimulating," explains one of Partridge's students.

"We also like the professor a lot," adds another.

Students in English 225 tend to be somewhat older than the average second-year student and they tend to know a little more about where they are going, says Partridge.

One student explains that he owns a small business and the practical aspects of basic format writing for letters, memoranda and reports has proven of great value.

"Companies are asking applicants if they have had any courses in technical writing," say several students.

Students also claim that the course assists in building self-confidence. "You can risk as much as you want to," says one.

They like the idea of learning to work as a team in the seminar-structured classes where they are encouraged to speak formally and informally.

"The course isn't easy," says one student. "You have to learn to work as a team and there are five or six written projects to complete. What we are learning about is two-way communication."

Partridge says that experience in team-work is an important part of the course since "organizations today, both in public and private management, depend greatly on committee decisions and report writing by specialist teams."

The games played by the students require solutions to general problems about individual behavior and organizational relationships, explains Partridge.

"As the course progresses, students are required to solve more complex problems in short periods of time. Usually the oral communication leads to the development of summation skills in order to write up a situation or conclusion that a class has lived through."

Partridge has discovered an interesting aspect of this different way of teaching.

"Preliminary evidence seems to show that students with weaker writing skills perform better when writing from a live situation than when answering a question derived from a printed page."

He sees English 225 as having "crucial importance" as the university enters into engineering and administrative studies in the 1980s.

"It could also become an important course for different schools in the Faculty of Human and Social Development."

In addition to regular English 225 classes during 1981-82, extra time was taken for guest speakers such as Linda Petch (Education) who spoke on non-verbal communication and Cherie Thiessen (Creative Writing) who spoke on persuasion and selling creative ideas.

For the English Department, the course represents a radical departure from tradition.

"This department now is no longer solely concerned with the interpretations of literature," says Partridge. "Although such studies will continue, the department is now engaging in a whole new area of intellectual activity that is vital for the university."

Report scolds universities on second-language issue

Universities across Canada came in for some heavy criticism in the 1982 annual report of Commissioner of Official Languages Max Yalden.

"It must be said that university initiatives to encourage even a minimally decent

second-language performance from their students are anything but earth-shaking," states the report, released in Ottawa in March.

"In particular, although there have been isolated instances of the reinstatement of language requirements, there has been no systematic attack on the regrettable trend of the mid-sixties which resulted in their virtual abandonment."

Yalden gives examples of some "faint stirrings of academic consciousness in 1981" in his report but also says "in light of what we all know about this country's linguistic challenges, we may be forgiven for asking once again whether Canadian universities are seriously facing up to their responsibilities vis-a-vis Canada's official languages, and if not, why not."

The most common response to any suggestion that universities have a role to play in this area is that languages are best acquired at a more tender age and that the seats of higher learning should therefore be able to take such skills and sensitivity for granted, according to the report.

"This blind-eye argument is double specious in that it not only chooses to ignore the often deplorable linguistic qualifications of candidates for university admission, but also fails to acknowledge any responsibility on the part of the universi-

ties for creating standards to which young language learners can aspire while they are still in secondary school.

"Unless the universities mean to divorce themselves completely from the workaday life of this country, such dilletantism simply will not wash."

The commissioner listed three recommendations:

- reinstate a second language requirement
- devise second-language learning experiences appropriate to the university context but still prepare graduates for the practical linguistic tasks ahead of them
- tie in the acquisition of second-language skills as much as possible with projects and activities that bring students directly in contact with the milieu and traditions of Canadians of the other major language group.

Yalden states that the report is not advocating the sort of universal requirement that would prevent people from graduating in dentistry or animal husbandry without a second language.

"The point is that, if there are to be core requirements for entry to or exit from say, faculties of art, a second-language requirement (not necessarily in French) should be among them."

The UVic Senate at the April 7 meeting is expected to debate a motion from the

Faculty of Arts and Science calling for a second language and a science to be mandatory for high school students seeking to enter first year at UVic.

Seek aid now

Students requiring financing aid for the 1982-83 Winter Session are being urged "in the strongest possible terms" to submit applications for assistance before June 1 this year.

"Anyone applying for financial aid after June 1 must face the possibility of not receiving student aid until some unspecified date which could be as late as 1983," says Nels Granewall, manager of Financial Aid Services.

He advises students not to wait until they are able to determine actual summer savings and costs. "It is preferable to make an estimate of funds which may be available, including summer savings and an estimate of 1982-83 expenses," says Granewall. "Adjustments can always be made later, if necessary."

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The residences: moving from village to city status



By John Driscoll

For 1,090 students, UVic is home as well as a university campus for eight months of the year.

They are the "res" students, more than half of them straight out of high school and away from home for the first time. They study, socialize and sleep in four residence clusters surrounding a common dining area.

Craigdarroch and Lansdowne residences were built in the 1960s with the Gordon Head residence added in 1978 and the as-yet unnamed "New Residence" accepting its first students in September of 1981.

A recent informal survey of residence students indicates that they see distinct advantages and disadvantages to living in a closely-knit community of more than 1,000 people.

Advantages include the obvious convenience of living beside the library, athletic complex and classrooms, avoiding the hassle of catching the bus every morning.

There is a wide range of social activities that appeal to many of the students.

"I probably wouldn't have met many people at UVic on a social basis if I hadn't been in residence last year," says Peter Sprague of Vancouver, now in his second year in residence.

"I've made a lot of friends in residence and I like it here."

Disadvantages most often cited are the noise factor, the inevitable complaints about residence food and the ever-present temptation to drop the books and spend the evening in the SUB Pub a few steps away.

"There's always somebody coming around wanting to go out when I'm trying to study and they don't have to twist my arm," remarked one student.

"The lack of privacy in residence bothers me," says Kathleen Moore of Nanaimo, a second-year student. "The food is all right but the sameness of it gets to you after a while."

One student describes the residences as "a world where you can party seven days a week, if you can keep up the pace. The social life doesn't do anything for your grades."

There is no doubt that residence is where the action is much of the time on campus. From the Fall Frolics to the Lansdowne Olympics, from bowling and bingo to barbecues, social events, both organized and informal, are readily available.

Residence students are the heart of the intramural program in the McKinnon Centre, they jam the Cinecenta theatre and fill the SUB Pub to overflowing, particularly on Thursday, which has become the traditional residence evening for the student pub.

The residence complex, with its halls named after UVic, Victoria and British Columbia pioneers, is really a small city within a city, with floor representatives, residence councils and junior and senior dons acting as the government.

There are no curfews and few rules and regulations. Those regulations that are in use are designed "to promote a harmonious living situation within the residences."

The demand in residence is on the students, as young adults, to take responsibility for their home. Peer pressure is often used by students to bring a rowdy student into line.

"We moved from village status to city size fairly rapidly," says Gavin Quiney, residence co-ordinator with Housing Services. "Less than four years ago, we had about 600 students in residence."

Like any rapidly growing municipality, there are some problems. "Students tend to use alcohol more than in the past," says Quiney. "This mirrors the increasing use of alcohol among high school students."

While the number of official social functions involving alcohol has been drastically reduced for the 1981-82 academic year because of Liquor Control Board tighten-

ing of licencing regulations, unofficial parties in residence rooms are plentiful.

Students are not allowed to consume alcohol in the public areas of the residences, including hallways, lounges, and washrooms.

There are few problems with the use of illegal drugs in residence since anyone caught using such drugs is liable to immediate expulsion from residence.

Disciplinary action takes a four-stage progression, from a formal verbal warning through a written warning before a student goes to the standards committee made up of residence students.

The final stage is an appearance before Quiney and this stage is reached quickly with more serious offences.

"Most of the students are very cooperative about noise and following the regulations," says Quiney. "Many of these students are away from home for the first time and residence life is a good transition stage before they go out to live completely on their own."

They come from small centres across British Columbia and from other provinces and beyond Canada. Most spend a year or two in residence before moving out on their own.

Han Woehleke of Vernon is an exception. He has spent four years in residence on his way to a career in teaching and is now a senior don in the Lansdowne complex. With Shirley Van de Wetering, senior Lansdowne don for women, Woehleke is responsible for 300 students.

It's a job with many duties, from advising and counselling students about academic and social problems to acting in a disciplinary role when necessary.

"I chose to come into residence in my first year because I didn't feel ready to do my own cooking and organize my own place," says the 21-year-old Woehleke.

"The convenience and the cost are a factor," he adds. Residence fees are now \$2,302 for a single room, \$2,037 for a double and compare well with other housing situations in the Greater Victoria area.

"Everyone has different reasons for wanting to return to residence," says Woehleke. "I enjoyed my first year and thought about how I could contribute to the place. So in second year I joined the residence council which organizes social events."

For his third year in residence Woehleke became a junior don for the same reasons. "I felt I could contribute and the position offered experience in a helping role."

As a senior don Woehleke has more responsibility but he is physically removed from the students, in a suite in the basement of Helmcken Hall. "I do miss that contact on the floor," he says.

Junior dons are given half room and board in lieu of payment while senior dons enjoy a full year in residence without fees. "They are certainly not in it for the money," says Quiney. "Dons have a lot of responsibilities."

These responsibilities range from assisting a student

who has lost his key and is attempting to enter his room in the middle of the night to having a talk about the regulations to some student who is fond of turning up his stereo late at night.

While there are a few exceptions, residence students at UVic appear able to handle the big step from high school to university, from home to a residence situation.

Students have a choice between living in a hall that emphasizes academic studies and where quiet hours are in effect 22 hours a day, five days a week, and living in halls that emphasize more social-academic programs.

"We have no special rules for the academic halls," says Quiney. "The students who choose these halls create the atmosphere they want."

UVic has had co-educational residences since 1978 and this has not created problems. In the Gordon Head residence there are interlocking women's and men's wings of floors. In the three new residences, there are men's floors and women's floors in the same building.

"What I've noticed in the co-educational areas is that the men become a little less rowdy and the women a little more rowdy," says Quiney.

Woehleke explains that an academic year in residence always starts off with lots of social activities as new students are given an opportunity to get to know others in residence.

"We have organized tours, social events and non-competitive contests," he says. Also organized are educational and cultural programs ranging from advice on how to study to guitar lessons.

Because events are often organized on a floor basis, most new students quickly become integrated with the group of from 16 to 24 people who make up each floor.

A men's floor sometimes makes a brother-sister arrangement with a women's floor and they go out jointly for such social events as brunch at the Empress.

Hazing is outlawed as are food fights and "quadding", a former tradition in which a residence student would be stripped and placed in the quad on special occasions such as birthdays.

"We've outlawed that one but students have been known to remove all the furniture from some unsuspecting person's room and put it in the washroom," says Quiney.

Each generation of residence students has its own traditions. There is one current group that has formed The Bigots' Club, the only apparent requirement for membership being the ability to complain about something or someone. They meet informally at the Buckin' Bronc, a downtown pub. Another group has made a ritual of attending a local pub weekly to study the performances of ecdysiasts.

Most social activities of residence students centre on the residences and the campus, however. "People in residence are a close-knit group but they are not antagonistic towards other students," says Woehleke. "Sometimes we get the impression that others feel very negatively towards us."

While the atmosphere in residence is relaxed at the beginning of the year, around examination time the place becomes quiet as most students buckle down to studies, says Woehleke.

UVic residences have always operated on a personal basis, with close contact among maintenance workers, housing officials and students.

"As we grow larger, the fear is that we'll lose that personal touch," says Quiney, who prides himself on knowing students' names. "Putting things on a personal basis is an important facet of life in residence."

Despite the drawbacks and the attraction of off-campus housing UVic residences are tough to get into. For the 1981-82 academic year Housing Services sent out 3,000 applications for residence places before cutting off the supply of applications. "We had many more requests but it wouldn't have made sense, after 3,000 applications were sent out, to give a prospective student any hope of getting into residence," explains Quiney.

For students already in residence 28 per cent of available accommodations are reserved and these are allotted on a first-come, first-served basis. Applications for the following year are available March 1 and this means an all-night wait in a line-up for students who want to be assured of a residence space for the following year.



CO-OP:

A success story of the '70s gears for '80s expansion

By John Driscoll

Whether it's oil in Alberta, wine in Kelowna or computers in Quebec, industry across Canada includes many UVic students working their way towards a special kind of degree.

About 450 UVic students are enrolled in the Co-operative Education Program which has been one of the major success stories of the 1970s on campus.

In the 1980s, Co-op will play a much larger part at UVic.

A new program in Health Information Sciences, getting underway in September of this year, will have a Co-op option as will a new program in Business Administrative Studies planned to eventually enrol 500 students.

UVic's new Faculty of Engineering, to be established in the 1980s, will eventually have more than 800 undergraduate students, all of them participating in a Co-op program.

Perhaps it is fitting that the 1982 conference of the Canadian Association for Co-operative Education (CAFCE) will be held in Victoria.

UVic pioneered Co-operative Education in western Canada in 1976 and now has the fourth-largest program among 36 universities and colleges in Canada offering Co-op programs.

The program involves top students who alternate academic studies with work terms in industry and government.

Students carry a full academic course load, but to acquire that special Co-op notation on their degree, they must successfully complete a specified number of four-month work terms, usually four, in jobs related to their academic studies.

On the job they are paid a regular salary, ranging from \$900 to \$1,760 a month in 1980-81, depending on the student's discipline and the nature of the work term.

The program is not for those who are simply looking for a summer job. Co-op operates 12 months of the year and the work terms are assessed by the employers. "The employer's evaluation has to be satisfactory or the student fails that work term," explains Dr. Gerry Poulton (Chemistry).

The student must complete a satisfactory work term report which is assessed by the department. Visits are made to the job site during a work term by faculty advisors or Co-op coordinators.

Co-op programs are now offered in the departments of Chemistry, Computer Science, Creative Writing, Geography, Mathematics and Physics, the schools of Public Administration and Physical Education and the Faculty of Education.

UVic students have been employed in every province and territory of Canada and in England, Africa and Australia.

In 1981 you could find a UVic student working for the Alberta Wheat Pool in Calgary, the Campbell River Courier in B.C., Mitel Corporation in Bromont, Quebec, or for Ontario Hydro in Toronto.

They work in provincial, federal and municipal government departments and for recreation commissions.

Since 1976 there have been about 2,000 Co-op work positions for UVic students and problems have been "very few" according to Dr. Graham Branton, overall UVic Co-op coordinator.

"Employers are keen to participate and students are viewed as far as possible as regular employees," explains Branton.

"In the early days, some employers didn't realize the capabilities of our students," he said. "The Co-op student wasn't given enough to do. In those cases, there were discussions with the employer, student and faculty advisor, to straighten out the situation. In some cases, employers have been dropped from the program."

"If Co-op was only viewed as job training, I wouldn't be supportive of it at all."

Branton said if an employer does not offer a challenging position, "the word gets out and no one applies for the position."

"When that happens the employer usually gets the message."

Employers, students and professors involved in Co-op have no doubts about the value of the program for all concerned.

Aside from the obvious benefit of having a paying job while attending university, the student accumulates valuable work experience which assists in evaluating a choice of careers.

Students have the opportunity to try different types of positions and to integrate their academic studies with on-the-job experience.

In many cases, they bring this on-the-job experience back into the classroom to become more questioning about what they are being taught.

"In general, Co-op students are a lot keener and a lot more questioning," says Poulton. "You have students telling you 'that's not how it's done in industry' when they come back from a work term."

Branton says this can be a great advantage to the program. "The Co-op student can enrich the class

because he or she has done some of the things being taught. They can give the class an awareness of the importance of what is being taught."

Poulton adds that work terms in chemistry give the student "a better appreciation of the place of chemistry in the industrial workplace and in government departments."

The Co-op program has given many professors direct contact with industry and current methods and problems in production. "Faculty members find out more quickly about potential research areas," says Poulton.

Employers benefit by having direct access to university professors and their expertise. The students hired for work terms are highly motivated and eager for challenges in the work place.

There are some drawbacks to the program. The most common complaint among students is the fact that they have to move every four months and this can cause problems in adjusting.

"Another major drawback is not being able to get completely involved in a lot of the university's political and social aspects," says one Co-op student.

Despite its success, Co-op has its share of critics who see it as a job-training program which does not belong in a university.

"In a university environment I think there should be some critical questioning of the Co-op program," says Branton. "If Co-op was only viewed as job training, I wouldn't be supportive of it at all."

Branton sees Co-op as "strengthening a student's education, rather than diluting it."

"We have criticism of the university now as being too much of an ivory tower and there is pressure on academics to include practical training in their teaching. This can only be done at the expense of academic values."

"Through Co-op, the student gets much of this practical training during the work terms, relieving the pressure on professors to provide this training."

"Rather than diluting the educational experience, the Co-op program works in quite the reverse way. The program can be used to protect the traditional values of a university."

Co-op employers have urged UVic professors not to modify course content to suit industry.

Co-op has an advisory council made up of senior officials in industry and government. "The council has advised us to continue to teach critical thinking and not to attempt to teach what industry can teach best, the nitty-gritty application," says Branton.

(This story originally appeared in the Winter edition of the UVic Alumni Association's publication, *The Torch*.)

UVic hosts national Co-op conference

The University of Victoria hosts the national conference of the Canadian Association for Co-operative Education August 22 to 25.

The annual conference provides an opportunity for educators and employers from across Canada to exchange information and to address their mutual concerns. The emphasis of the conference is on the joint nature of the co-operative enterprise—the education of students as a shared function between employer organizations and educational institutions.

This year's theme is "The Sharing of the Educational Process—Is Our Marriage Working?"

This year marks the 25th anniversary of co-operative education in Canada. In 1957, the University of Waterloo began co-op in its engineering faculty; Universite de Sherbrooke followed in 1966, and Memorial University of Newfoundland in 1968. Fanshawe was the first college to offer co-op beginning its Civil Engineering Technology co-op program in 1970. There are now 36 colleges and universities offering co-op programs in Canada and over 20,000 students following this system of higher education.

The conference chairman, Louise Mirlin, expects 150 to 200 delegates split about half and half between employer representatives and educators. All major industries are usually represented as well as the educational institutions which offer co-op. A variety of seminars will be offered, many of them examining the relationship between

the education and employment sectors.

The opening keynote speaker is Dr. William Cochrane, Chairman and Chief Executive Officer of Connaught Laboratories in Toronto and former president of the University of Calgary.

"Dr. Cochrane has a background which is rare among the senior executives in Canada," says Mirlin. "He has been a deputy minister in a provincial government, the head of a university, and is now the president of a private organization. This is an unusual combination; his address should provide the delegates with a unique perspective."

Among other dignitaries invited to attend the conference is Lloyd Axworthy, federal Minister of Employment and Immigration.

A major session is planned on the Sunday afternoon, August 22, for new participants in the conference. The purpose is to explain the co-op process in detail in order that these delegates can fully participate in the remaining program. The session is called the "Co-op Shop" and has over 15 booths providing information for those delegates who are new to co-operative education. Cherie Thiessen (Creative Writing), is organizing this activity.

"I think the 25th anniversary conference is going to be an exciting event," says Mirlin. "There are few enough forums in Canada for the educational community, the government agencies, and the employer group to meet and attempt to together resolve the difficulties they face."



Cliff Barber Area Manager—Vancouver Island, Imperial Oil Ltd. presents a cheque for \$1,000 to Louise Mirlin, Co-op Education. The donation is to support the 1982 national conference on co-op education. Other donations have so far been received from: Aluminum Co. of Canada, Envirocon Limited, Home Oil Co. Limited, Honeywell Limited, Microtel Pacific Research, Petro-Canada Exploration Inc., Seakem Oceanography Limited, Shell Canada Resources Limited, Westcoast Savings Credit Union, and Xerox Research Centre of Canada.

He's a veteran of six work terms



Gibson

Jack Gibson, finishing his fourth year in an honours Chemistry program, expects to graduate with more than 1,000 other UVic students in May.

The 26-year-old Gibson is unique, however, among this year's graduating class.

Since September of 1977, Gibson has spent 12 months a year pursuing his degree and a career. During that time he has worked a total of two years in a variety of places including an oil sands plant in Ft. McMurray, laboratories in Victoria and Calgary and dam sites all over British Columbia.

Gibson was the first Chem Co-op student to successfully complete six work terms in the Co-operative Education Program.

"I first joined Co-op because I liked the idea of getting a job in chemistry rather than the normal summer job," he explains. "The chance for some practical experience appealed to me. I'd recommend it for anyone, unless a person is interested strictly in an academic career."

Gibson said even if a student isn't sure what career to seek, "a couple of work terms would clarify things a great deal."

A native of Duncan, B.C., Gibson worked in logging for five years after graduating from Cowichan Senior Secondary School.

He has been assured a job with a former Co-op employer after graduation, "working in the oil business in Alberta."

After one full year of academic courses on campus, Gibson worked in the Pollution Control Branch of the provincial government for four months in 1978, travelling to dam sites to test water. The Spring of 1979 found him in Ft. McMurray at the Syncrude Operations Lab. After spending the summer back at UVic, he went back to Syncrude. The summer of 1980 was spent with the provincial Ministry of Mines, working in an analytical laboratory in Victoria.

Four more months on campus were followed by four months with Petrocan in Calgary and Ft. McMurray where Gibson worked in a supervisory position in the building of a new laboratory.

In September of 1981, he went back to the lab in Ft. McMurray where he worked on analyses of oil.

"Moving every four months is definitely unsettling," said Gibson. "It really does cause a major disruption, especially in your social life."

Gibson said the adjustment from industry to campus can also be difficult. UVic is a totally different world from industry. There's a whole change of pace that takes a while to get used to."

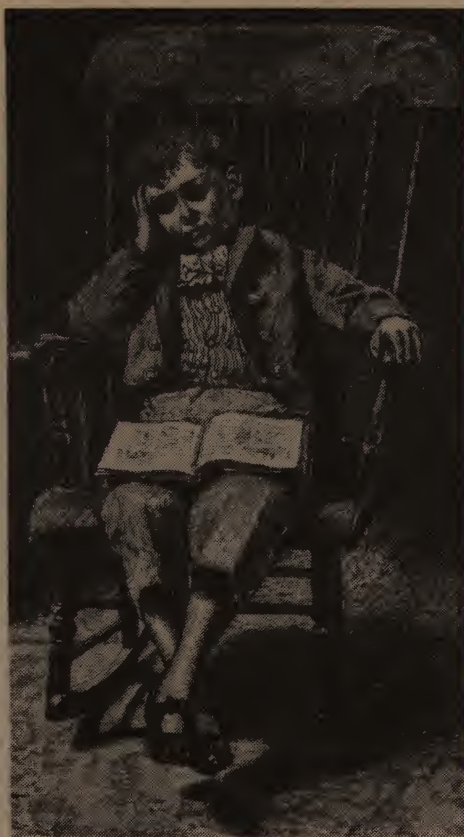
He said the short-term advantage of being a Co-op student is the technical experience on the job. "In the long term, there is the advantage of meeting many of the pool of chemists in Canada. There are contacts made during work terms that will be of value in years to come."

The sort of chemistry he did on jobs was "not as interesting as the chemistry done at UVic," said Gibson. "The chemistry taught at UVic is much more exciting."

"The chemistry you learn on the job is indispensable, though," he added. "You need it to keep on top of things in the field."

Gibson also notes that employers recognize the Co-op notation on a degree. "They see it as an asset when looking at applications."

Stress can be beaten



By Mary Pugh

The Germans call it *Prüfungsangst*, or fear of examination. The Japanese throw themselves off buildings because of it. UVic students who haven't done any work for the past three months may have been feeling the same way in recent weeks.

The essays, mid-terms and reports put on the back burner in January are now due or overdue and exams loom ahead.

The pressure at exam time may motivate some students to get the job done.

These masochists deliberately lock themselves away for a few weeks of frantic studying, their desks littered with coffee cups, wake-up pills, ashtrays, and assorted junk food. They seem to enjoy the challenge and the pressure. They insist they work best that way.

But not all students are capable of such feats of madness. For those students, it seems like the pressure will never go away. They experience the nausea, the increased heart rate, and the despair at seeing the dawn peek through the window, knowing that there's only a few more hours to scrape together an essay. Those looming deadlines produce stress.

For students, stress could be alleviated by doing the work in the first place. Many start out with good intentions, but forget the adage, "Procrastination is the thief of time". Students then get caught up in the tail-chasing syndrome, otherwise known as the vicious circle. They know they have to do the work, and the more they put it off, the more stress they experience. It becomes a case of "I've got to do it, but I can't."

Dr. Bob Willihnganz, acting director of Counselling Services on campus, puts this stress into perspective. He says there's no such thing as a stressful situation. It's how a person *perceives* that situation that leads to stress.

"If the effect produces a change that's ultimately for the better, there may be stress involved, but you'd label it as a motivator. If it has a negative consequence, then it would be called stress," Willihnganz explains.

Willihnganz says another of the major causes of stress in students is the desire to get good grades.

"If students perceive a low mark as saying to them, 'you're stupid; you're ignorant; you're a failure', then, of course, they're going to be in stress." This perception is typical of students who received good grades in high school but aren't doing as well in university.

He says low marks can be particularly stress-inducing for a student who needs a high grade point average to get into areas like law or medicine. This is true for graduate students as well.

"They may have to accept the fact that time really is limited and go for a B or C rather than the A they hoped for," says Willihnganz.

"With such an emphasis on grades, their whole fantasy future crumbles," says Willihnganz.

The problem may be unrealistic goals. For most students, it's a case of trying to do too much in a short time. That's when stress is unwieldy.

The effects of stress are varied. Some people get migraines, others get sick to their stomachs. Some feel like running a cross-country course, whereas others may just sit and stare at the walls, unable to come to terms with the pressure.

When you're in the middle of this mess, remember, there are some solutions.

For short-term retributions, which may help you get through the term, try being honest with yourself and

your professor. One Creative Writing professor said that students who skip class because their work isn't done are only creating more stress for themselves. Rather than avoiding that unpleasant encounter, it's best to be open about it.

Other things to keep in mind for more long-term management of stress are those that your mother probably tried to hammer into you. Watch your diet, especially caffeine intake. Those dozens of cups of coffee, tea, and hot chocolate will raise your stress level. These are common sense strategies for stress management, outlined in a pamphlet at the Counselling Centre. A word of warning: following the pamphlet's advice could mean a complete change in your lifestyle.

Instead of eating your stress away, you could try exercise. If you're physically active, you're better able to tolerate anxiety. Bashing a squash ball around is better than bashing your head against a wall. Exercise provides for an emotional release of tension for most people.

Avoid using wake-up pills or propping your eyes open with toothpicks. Sleep is a great way to remove stress, unless you stay in bed for more than twelve hours at a stretch. Lack of sleep over a long period of time can produce its own feelings of tension and depression. When you're run down, stress and anxiety affect you more.

For the student who is under the gun to get good grades, there are a few words of advice. Willihnganz says there is too much of an emphasis placed on marks at university.

He said low marks should be viewed differently. They could be telling the student he's in the wrong field. Willihnganz said it's to the student's advantage to find that out in university rather than when he's out working.

"A student could discover that he's always a day late and a dollar short, and he's got to stay up every night till midnight just to keep abreast with his colleagues on the job."

Willihnganz suggests that students should forget about grades entirely, and keep in mind that the reason they are in university is that they want to learn.

"Studying for good grades won't get you to the top. If we define top as being what you should be getting out of this institution—which is an education—then the best way is to think about learning, not grades."

If you're still worried about getting good grades, or about barely passing a course or a full year, there are stress management workshops at the Counselling Centre. Participants discuss and practice a number of ways to handle situations that cause stress, nervousness, or uptightness. These include fear of taking exams, of letting people know you exist in class, of meeting new people, and anything in your personal life that may cause stress, like dating problems, and of course, procrastination. Hurry. *Tempus fugit*.

Take three deep breaths

It's a half hour before the final examination begins and you're about to take that long walk across campus to bite the bullet.

There are some safeguards against any last-minute foul-up that can cause stress to someone about to write an exam.

"The Counselling Centre has prepared a tip sheet for exam preparation and exam writing with some advice that seems obvious, but is founded on some real-life problems that have occurred.

They advise students to check the time and place of an exam and before leaving for the exam, to ensure they have such essentials as writing implements, eraser and scratch paper.

Arrive at the exam location about 10 minutes early and choose a seat where there will be minimum distractions.

Overview the entire exam before beginning to write and arrange questions in their order of difficulty, doing the easier ones first.

Double check to make sure you are answering the question and following the instructions provided.

In true-false and multiple-choice questions, note important modifiers such as "all", "not", "never" and "always".

Before making a final decision on a multiple-choice item, read over all the alternatives and be careful not to change your answer without a good reason.

Turn off nervousness by telling yourself to attend to the task at hand. When feeling tense, take three deep breaths and relax with each exhalation.

Most important, reject any idea that the exam is a test of your worth. Treat the exam as a task to be done to the best of your ability.

They were here at UVic's birth

"I have gotten to like young people more each year," says Dr. Fred Martens (Physical Education). "They are just a delight to be with. Every year I get more out of my association with them."

Martens is retiring this year after having spent his life teaching and preparing teachers. During that time he has watched many young people take his courses. "Young people today have progressed so much from when I was their age," says Martens. "They are so much more socially mature."

Martens is not a fanatic when it comes to jogging or any other form of fitness training. "I think it is activity rather than your level of fitness that maintains your health. For instance, I don't think I have to jog more than a couple of miles three or four times a week to stay in shape."

"I play golf twice a week and walk quite a bit. I also do a fair amount of physical work around our place on Shawnigan Lake. I don't think extreme pushing of yourself is necessary for fitness or even good for you."

In 1955 Martens left his job at Mount View High School to teach at the old Provincial Normal School. The next year the Normal School and Victoria College, which were both located at the present site of Camosun College, combined and the Normal School became the teacher education section of Victoria College. The college itself was affiliated with UBC.

Physical Education was one of the first sections of Victoria College to move to the present UVic campus. "Our offices were in P-Hut, which has recently been demolished, and we used the Drill Hall (Old Gymnasium) as a gym even though in 1961 it still had an asphalt floor," explains Martens. "It certainly was better than our old location where we were confined to the bowels of the Younge Building."

In 1963, Victoria College became the University of Victoria and in 1964 Martens started his Ph.D. at the University of Oregon, a project that was to last three summers and a sabbatical year. While a grant from Fitness and Amateur Sport helped, "we just did it on a shoestring," says Martens.

Martens was the designated spokesman for the Physical Education Section from the beginning of his career until 1972, when he became chairman of the Physical Education Department. During the years before 1972 he received no salary adjustment or teaching load reduction to offset his administrative responsibilities. It was just expected.

"In those years I taught 14 hours per week and was also involved in the supervision of student teachers. Any administrative work was over and above that."

"When the departments were formally designated in 1972, I became chairman of Physical Education and then there was some relief from teaching duties and a small stipend. "I was chairman from 1972 to 1975 and from then to now have just taught."

"Oh, I forgot to mention that between 1959 and 1963 I was also Coordinator of Athletics. I got about two hours off per week for that. The national basketball champions were here then also and I was their faculty advisor and manager."

"The most satisfying thing for me has been the progress we have made in having Physical Education recognized in B.C. This has really only come about in the last 10 years."

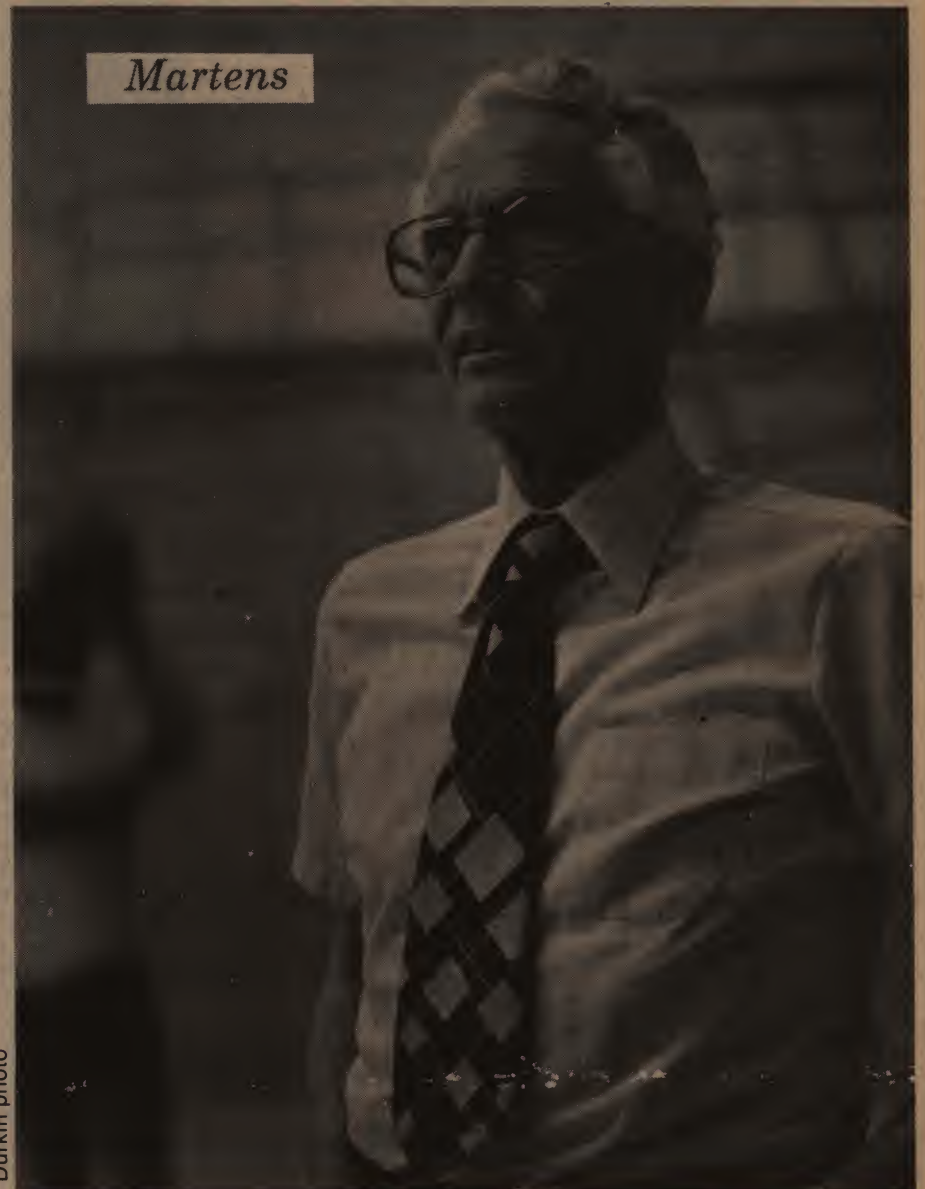
"It has also been very rewarding to have had something to do with the establishment of a Physical Education major program here. The training of physical education teachers has become a significant part of the whole teacher training program for the university."

"The department has changed quite a bit over the years," says Martens. "In 1964 there were three of us. Now there are 14 plus some part-time people. We have added Leisure Studies and Human Performance and as a consequence given our students a wider scope of study and eventual professions."

"For the time being I hope to keep working in my office. I have two books that I have to finish and a number of articles to write. I really haven't gone beyond that. Maybe it would be good to do something entirely different for part of the time."

Students are 'a delight to be with'

Martens



Durkin photo

He'll continue to study supergiants

Climenhaga



He's been at UVic and its predecessor, Victoria College, for 33 years, participated in the establishment of the university and served as a dean during the stormiest period of its history.

Astrophysicist Dr. John Climenhaga is not planning to retire from his academic labors this year however, just because he's reached the mandatory retirement age of 65.

"I am not retiring," says Climenhaga. "I have too many interesting problems in research, probably more than I will ever get through."

"All that is happening is that my source of funds has changed from the university operating budget to my pension fund. I just can't imagine stopping research. I actually hope to have more time to do it."

"It seems rather silly to stop because you reach a certain calendar age. Mandatory retirement is good, however, because there are young people looking for jobs."

Climenhaga started at Victoria College in 1949 where he and another person taught all of the physics courses. The department moved to the Elliott Building in 1963 and the university granted its first degrees in physics in 1965.

From 1958 to 1969 Climenhaga was head of the Physics Department at Victoria College and then at UVic. During that time the Elliott Building was planned and constructed, programs with majors and honors in physics and eventually astronomy were developed, and the faculty rose from eight professors to 22.

"The Elliott Building was actually planned for the Lansdowne campus (present site of Camosun College) but when Victoria College moved up here, we just moved the plans to this spot," explains Climenhaga.

Climenhaga received his Ph.D. in Astronomy from the University of Michigan in 1960. He used the telescope at the

Dominion Astrophysical Observatory in Saanich for his research.

"I was anxious to get an astronomy program going at UVic and when the decision was made to construct the Elliott Building, I suggested that a lab for astronomy be included even though there were no courses at that time. When the final plans for the building were presented, the architect had left a space on the fourth floor and a dome with astronomy followed by a question mark written in. That is how we got our astronomy lab."

Climenhaga was Dean of Arts and Science from 1969 to 1972, a period during which there was considerable unrest on campus. "It was rather a rough time for the university as a lot of energy was devoted to things other than academic work," recalls Climenhaga.

In the past Climenhaga's work in astronomy has concentrated on carbon stars that form carbon molecules rather than the more common titanium oxide. The ratio of the different carbon isotopes gives scientists information about the type of nuclear reactions that are taking place in the star.

In more recent years Climenhaga has investigated supergiant stars in collaboration with Dr. Jan Smolinski of Poland. Smolinski came to work with Climenhaga in 1969 as a post-doctoral fellow and their relationship has continued, including visits back and forth. Smolinski is now in Victoria to continue some of their work but will be returning to Poland in August.

Supergiant stars are extremely luminous, about 100,000 times as bright as our sun. They also have very extended atmospheres. "If our sun were to expand to the size of one of these giants, its atmosphere would extend to Mars," explains Climenhaga.

He was a pioneer in nuclear power

Dr. Walter Barss (Physics) has watched and helped guide the growth of atomic energy in this country since 1942.

He's still a strong believer in the use of nuclear power for energy.

"Nuclear power is very clean, compact, and easily handled," says Barss. "Actually a coal-fired generator releases more radioactive material into the atmosphere than a uranium reactor because of the radioactive isotopes that are present in coal and eventually released through the smoke stack when the coal is burnt.

"In addition, the amount of uranium you have to use is so small compared to coal. There is no huge stockpile of coal outside your plant with the resultant danger of spontaneous combustion."

After obtaining his Ph.D. at Purdue in 1942, Barss started work in the radiology section of the National Research Council in Ottawa. This section was involved in analyzing German war materials to obtain industrial information.

"We also calibrated radium sources for medical purposes and analyzed radioactive ore for uranium and radium," says Barss. "It was all very hush-hush at the time.

"We are lucky that not many of us were hurt. We didn't handle these materials as carefully as we might have. For instance, an investigator from the lab at Chalk River found a fair amount of radioactivity in our lab."

While in Ottawa, Barss designed geiger counters for prospectors, and operated the second electron microscope in Canada, the first one being at McGill University. He then spent two and a half years at the Atomic Energy Research Establishment in Harwell, England before returning to Canada in 1950 to work in the Atomic Energy of Canada labs in Chalk River, Ontario.

During his 12 years in Chalk River, Barss was involved in research in two major fields. The first was reactor dynamics or how power is formed and controlled in different parts of the reactor.

"The overall reaction within the reactor was fairly easy to control but my computer simulations showed that oscillations of power distribution within the proposed CANDU reactor were on the verge of being a problem," says Barss. "As a result the CANDU was designed to have differential control as well as overall control.

"Using our computer simulations we

were able to simulate the operation of a reactor with considerable accuracy. This development was reported at the Third Geneva Conference on the Peaceful Uses of Atomic Energy.

"As a matter of fact, during my sabbatical in 1958 I was one of a team of editors that produced the proceedings of the Second Conference. It was said to be the largest production job ever undertaken—32 volumes within a year."

Barss second area of work was the behavior of uranium fuel in the reactor. He developed techniques that could be used to predict the changes in the uranium rods that were resulting in disruptions in the cooling systems within the reactor.

A serious breakdown in the reactor occurred on December 12th, 1952. "The breakdown was caused by an unexpected power surge that overheated some of the rods," explains Barss. "Some radiation was released but the reactor was in an isolated location so there was no damage to the public."

Barss came to UVic in the summer of 1964. "When I got the offer to come to Victoria, I jumped at it," says Barss. "It was the very best time to come. The Elliott lecture wing had just opened and so lectures were now being held on campus. I was the first person to lecture in Elliott 168.

"I taught physics and started doing research in underwater acoustics as there was not much demand for nuclear research in Victoria. The change was not as dramatic as it sounds. Sound waves behave like radiation with most of the phenomena and math being the same."

One of the amazing characteristics of sound waves in water is their ability to be heard at a considerable distance from the sound source. "At low frequencies sound waves can travel over thousands of miles in the water," states Barss. "This usually results from the formation of sound channels in the water that keep the sound wave from spreading vertically."

When Barss retires later this year, his underwater research equipment will probably go to the Institute of Ocean Sciences. "I will have a place to hang my hat there and to continue my research," says Barss.

Barss is also involved in acoustic research and design for buildings. He worked with the Music Department to select the proper firm to design the acoustical features in the University Centre and

has made studies of many of the rooms on campus.

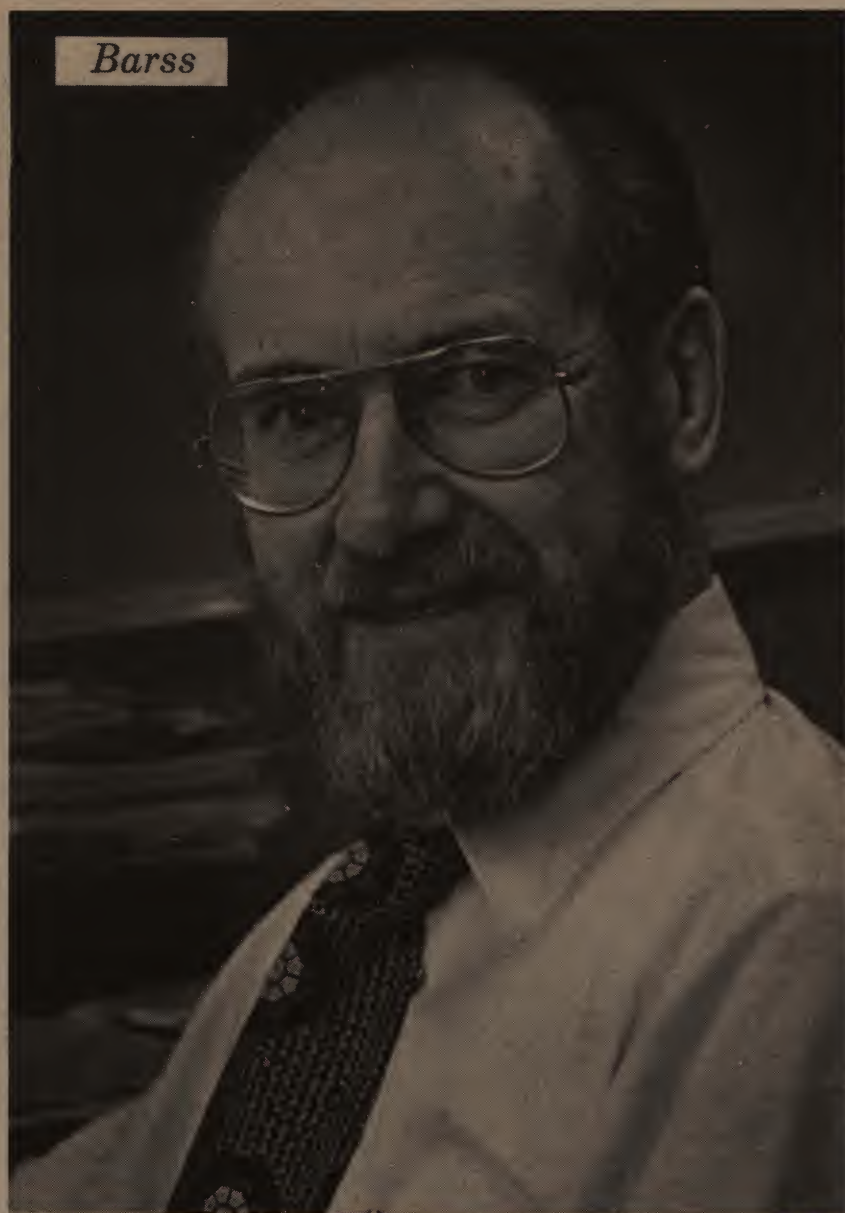
During his 18 years at UVic, Barss has served on numerous departmental, faculty and university-wide committees and has been a member of the UVic Senate for several years.

Barss feels that at least some of the faculty in a department should be responsible for administration. "I think that most departmental administrative tasks should be done by suitable faculty members in preference to administrative assistants who tend to run things primarily for the

convenience of the clerical and technical infrastructure. The policy tends to be set by those most familiar with operation and that should be the faculty.

"Not all faculty members have the necessary patience for administrative work and such work should not be required of them at the expense of creative scholarship and research.

"As one somewhat deficient in creativity, I have been willing to spend more than average time and effort in this type of activity. I hope it has been useful."



Grads awarded scholarships

Thirty UVic students have picked up \$340,000 in postgraduate scholarships and fellowships for 1982-83 from the Natural Sciences and Engineering Research Council (NSERC) and the Social Sciences and Humanities Research Council (SSHRC).

Four UVic students have received SSHC doctoral fellowships to study for their Ph.D. These include:

Ian Restall who has been awarded a \$7,290 scholarship to study law at Harvard University in 1982-83.

Marie-Lucie Tarpent who will continue her study in linguistics at UVic and Dorothy Edgell who will continue her studies in psychology. Each received a SSHRC renewal of fellowships worth \$9,720.

Denis Johnston who has received a \$9,720 fellowship to study for his Ph.D. in theatre.

Barbara Holman who graduated in linguistics from Trent University, will receive \$9,720 to pursue M.A. studies at UVic.

There are 24 UVic students who will receive NSERC postgraduate scholarships of \$10,500 each for M.A. studies in 1982-83.

They include 12 students entering their first year of graduate studies; Christine Baugh (Biochemistry), Robert Charters

(Physics), Stanley Dosso (Physics) Jane Bert (Physics), Lauren Jackson (Biology), Francis Jones (Physics), Mary Lesperance (Mathematics), Donna Macey (Biology), Jennifer Richardson (Biochemistry), Robert Von Rudolf (Physics), Todd Whitcomb (Chemistry) and James Williams (Biology).

Others receiving \$10,500 NSERC postgraduate scholarships are James Macartney (Biology), Laura Taylor (Biology), Barbara Burnside (Psychology), Lorne Churchill (Physics), Keith Egger (Biology), David Hebert (Physics), Deborah Shera (Psychology), Neville Winchester (Biology), Howard Baker (Biology), Ann Johnson-Flanagan (Biochemistry), Barbara Scott (Biology) and Robert Thompson (Biochemistry).

Catherine Pentachetti receives a prestigious \$15,750 NSERC Science Scholarship to continue her studies for an M.A. in biology. She received a Science Scholarship for 1981-82 as well.

John Carmirati, finishing up his studies for a Ph.D. in physics at UVic, receives a \$24,700 NSERC postdoctoral fellowship.

The 26 NSERC scholarships and fellowships are four more than were awarded to UVic students in 1981.

Major conferences coming

Professors and students in the Physics Department are involved in four major conferences to be held on campus between August of this year and June of 1983, including the largest scientific meeting ever held in Victoria.

"We didn't really plan to have four conferences here in one year but that's the way it worked out," explained Dr. John Weaver (Physics) who is involved in the organization of three of the conferences.

About 150 delegates from around the world will be on campus August 15 to 22 for the sixth workshop on electro-magnetic induction organized by the International Association of Geomagnetism and Aeronomy and hosted by UVic.

The Canadian Association of Undergraduate Physics Students Conference is scheduled for the campus from Oct. 21 to 24. At this eighteenth annual conference students will present papers and Nobel Prize laureate Dr. Gerhard Herzberg of Germany will address about 150 honors physics students from across Canada. Fourth-year UVic student Greg Crawford was instrumental in convincing the association to hold the conference at UVic.

From May 11 to 13, 1983, UVic and the provincial Ministry of Energy, Mines and Petroleum Resources co-host the largest scientific meeting ever held in Victoria, a joint meeting of the Geological Association of Canada, the Canadian Geophysical Union and the Mineralogical Association of Canada.

This conference has been organized by a committee under the direction of Dr. Athol Sutherland-Brown of the ministry.

Finally, the joint annual meeting of the Canadian Association of Physicists and the Canadian Astronomical Society is being organized by the Physics Department for June 26 to 30.

Dr. Colin Scarfe (Physics) is the chairman of the organizing committee for this conference which is expected to attract several hundred delegates.

"Each of the conferences is important," points out Weaver. "The first is attracting delegates from all corners of the globe, the second has been achieved by our undergraduate students, the third is very large and the fourth indicates that UVic is recognized across Canada by experts in the field."

Friday, April 2nd.

Last day of classes in the second term.
McPherson Library Gallery. Exhibit by MFA Grad Mark Adair. McPherson Library. Continues until April 2.
Maltwood Gallery. Visual Arts Graduating Exhibitions. Continues until April 30. Gallery hours are 10:00 a.m. to 4:00 p.m. Monday to Friday, 12 noon to 4:00 p.m. Sunday and during evening events in the University Centre Auditorium.

- 10:30 a.m. Lansdowne Lecture. Dr. John J. Mitchell, noted author and lecturer on Adolescent Psychology, Professor, Educational Psychology, University of Alberta will speak on "Adolescence as a Social Problem: The Disenfranchisement of Youth and Society". UNIV A180.
- 12:30 p.m. Fridaymusic. Free noonhour concert. MUSIC BUILDING, RECITAL HALL.
- 12:30 p.m. Theatre Lunchtime Series. Graduate full length studio production: *The Exception and The Rule*, directed by Arlin McFarlane. Theatre Building, Thrust Theatre.
- 7:15 p.m. Cinecenta films. *Ladies and Gentlemen, The Rolling Stones*. Admission charge. SUB Theatre.
- 8:00 p.m. University of Victoria Chamber Singers, Bruce E. More, conductor, with the music of Igor Stravinsky. MUSIC BUILDING, RECITAL HALL. No charge.

Saturday, April 3rd.

McPherson Library Gallery. Exhibit by MFA Grad Tom Wood. McPherson Library. Continues until April 13.

2:00 p.m. Four Seasons Theatre presents *Wind in the Willows*. All tickets are \$2.75. University Centre Auditorium.

7:15 p.m. & Cinecenta films. *Airplane*. Admission charge. SUB Theatre.

Sunday, April 4th.

9:30 a.m. to Vancouver Island Regional Science Fair 1982. ELLI Lecture Wing.

5:30 p.m. UVic's Children's Film Club presents *The Aristocats*. Tickets are \$1.25 for children, \$1.50 for students and \$2. for adults. SUB Theatre.

7:15 p.m. Cinecenta films. *The Gospel According to St. Matthew*. Admission charge. SUB Theatre.

Monday, April 5th.

Examinations begin.

9:00 a.m. to Vancouver Island Regional Science Fair 1982. ELLI Lecture Wing.

2:00 p.m. to Vancouver Island Regional Science Fair Awards Ceremony. ELLI Lecture Wing.

3:00 p.m. Oral Exam. Thomas F. Wood, M.F.A. candidate in Visual Arts, will exhibit his recent lithographs. McPherson Library Gallery.

7:00 p.m. & Cinecenta films. *The Grapes of Wrath*. Admission charge. SUB Theatre.

Tuesday, April 6th.

2:00 p.m. Oral Exam. Willem Anker, Ph.D. candidate in Chemistry will defend his dissertation entitled: "Syntheses and Conformational Studies of Novel Aromatic Compounds". ELLI 161.

Wednesday, April 7th.

7:15 p.m. Cinecenta films. Double feature. *Animal Farm* and *1984*. Admission charge. SUB Theatre.

7:30 p.m. Faculty of Graduate Studies meeting. UNIV, Senate and Board Room.

8:00 p.m. Free public lecture sponsored by the University Lectures Committee. Professor Nicholas Kurti, F.R.S., University of Oxford, Renowned British Physicist, Emeritus Professor of Physics, will speak on Physics and Happiness: The Quest For Immortality".

Thursday, April 8th.

12:30 p.m. Faculty of Fine Arts meeting. MACL 169.

7:15 p.m. & Cinecenta films. *Easy Rider*. Admission charge. SUB Theatre.

Friday, April 9th.

Good Friday. University closed.

7:15 p.m. Cinecenta films. *An American Werewolf in London*. Admission charge. SUB Theatre.

9:15 p.m. Cinecenta films. *Woodstock*. Admission charge. SUB Theatre.

Friday, April 2nd.

1:00 p.m. to Free public forum on the relationship between disarmament and development. Speakers include Bernard Wood, executive director of the North-South Institute in Ottawa, Dr. Michael Wallace of UBC, Dr. Robert Walker of UVic, and Dr. Alastair Taylor of Queen's University. Sponsored by the AMS and Canadian Student Pugwash. BEGBIE 159.

Saturday, April 10th.

7:15 p.m. Cinecenta films. *An American Werewolf in London*. Admission charge. SUB Theatre.

9:15 p.m. Cinecenta films. *Woodstock*. Admission charge. SUB Theatre.

Sunday, April 11th.

7:00 p.m. & Cinecenta films. *Moscow Does Not Believe in Tears*. Admission charge. SUB Theatre.

Monday, April 12th.

Easter Monday. University closed.

7:00 p.m. & Cinecenta films. *Moscow Does Not Believe in Tears*. Admission charge. SUB Theatre.

9:30 p.m. Tuesday, April 13th.

9:00 a.m. Faculty of Law meeting. BEGBIE 205.

7:30 p.m. The Canada-China Friendship Association presents a talk by Dr. Teh-chung Wu, a urologist who has been studying in Dallas, Texas. Lecture being held at 535 Fisgard St. Everyone welcome.

Thursday, April 14th.

McPherson Library Gallery. Bachelor of Fine Arts major graduate show. Continues until April 30. McPherson Library.

10:00 a.m. Oral Exam. Jane F. Mastin, M.A. candidate in Geography, will defend her thesis entitled "Soundscape Analysis: A Case Study of the South Fairfield Soundscape". CORN 145.

Friday, April 16th.

2:30 p.m. Faculty of Education meeting. MACL D288.

ringers

Grad students, faculty and staff are invited to join an informal campus group for dinner at 7 p.m., April 29, at the Shah Jahan restaurant in Victoria. Cost of the dinner is \$12 plus tip. Anyone interested should contact **Dr. G.B. Friedmann** at local 7702 by April 21.

Winnipeg film-maker **Allan Kroeker** has translated four short stories by Prof. **William Valgardson** (Creative Writing) from the printed page to the screen in the past two years, and his efforts have met with critical acclaim. *God is Not a Fish Inspector*, produced by the National Film Board, was the first. *The Catch*, recently made for CKND-TV in Winnipeg, was the winner of a national Can Pro '82 award for drama in March. *Capital*, another NFB production from a Valgardson short story, won a Golden Sheaf award at the Yorkton Film Festival in 1981. Kroeker has also adapted Valgardson's *The Peddler* to the screen.

Prof. **Nicholas Kurti**, a renowned British physicist from the University of Oxford, speaks on "Physics and Happiness: The Quest for Immortality" April 7 at 8 p.m. in Room 159 of the Begbie Building. The free public lecture is presented by the University Lectures Committee.

Recreational hours at Centennial Stadium are 4:30 to 7 p.m., Monday through Friday and from noon to 5 p.m. Saturday, until April 30. The pool in the McKinnon Centre will be closed for its annual maintenance April 19 to May 9. The pool will be open for swimmers May 10.

Peter Holmes, Alma Mater Society (AMS) vice-president, services, in 1980-81, has been chosen AMS Ombudsman for 1982-83. Holmes was selected from among seven candidates to take over the position held for the past two years by **Bruce Kilpatrick**. Kilpatrick's term ends April 30, but Holmes will start to work April 15 in the ombudsman's office in the Student Union Building. Salary for the position is \$700 a month. Holmes' appointment was approved by the AMS Board of Directors at the March 21 meeting.

Operating grants for 1982-83 for universities will increase by about 17 per cent in Saskatchewan and Alberta, by 15.7 per cent in Manitoba and by 12 per cent in Ontario. The Manitoba increase includes \$1,615,600 in tuition fee subsidies to the universities, allowing them to freeze tuition fees at the 1981-82 level. In Alberta, increases range from 18 per cent for Athabasca University with an operating grant of \$9,463,000 to 16 per cent for the University of Alberta with an operating grant of \$179,348,900. Alberta will discontinue a library assistance program that has provided \$9 million to universities and colleges since 1979. Ontario will make available \$1.3 billion in operating grants to its 17 universities and related institutions.

John Moncrieff Turnbull, the last surviving member of the original faculty at the University of British Columbia has died at the age of 104. He had been an engineer for 84 years of his life, and gave his last lecture in March, 1979. He had been retired for 37 years following a distinguished career as the head of UBC's mining engineering department from 1915 to 1945.

Engineering students at the University of British Columbia were locked out of their student society offices following the publication of the annual student newspaper, the **Red Rag**. The lockout, ordered by UBC president Doug Kenny will be effective indefinitely. Kenny based his decision on a number of things including a statement by the students that the "Lady Godiva ride" would not take place in its traditional form—the parading of a naked woman across campus on horseback—and promised that publication efforts would be directed towards re-establishment of the **UBC Engineer** to replace the **Red Rag**. The latter publication was described as racist, sexist and advocating cruel violence by UBC Applied Sciences Dean Martin Wedepohl. Meanwhile, at Waterloo, students have recovered their mascot, the Rigid Tool, a five-foot wrench. It was returned by persons unknown inside a 45-gallon drum full of reinforced concrete. It took the students six hours in shifts of five or six with 12-pound sledge-hammers to free the mascot. The words "U of T" were found engraved upon it when it was finally freed.

Alberta will need at least 1,000 new engineers a year over the next decade with a possible further 500 per year needed if energy megaprojects go ahead. Ron Gray, president of the Association of Professional Engineers, Geologists and Geophysicists of Alberta, says Alberta graduates account for about eight per cent of engineers in Canada but it is not enough. To get the talent, firms are recruiting across the country but it's rough going, he adds. He notes that though the economy in Canada is relatively stagnant, demand for engineers remains high. Gray says that universities recognize the need, but find it difficult to shift resources to the areas of greatest need.

The University of Calgary's campaign to endow a Chair in Petroleum Engineering has exceeded the \$600,000 goal by \$230,000. The fund-raising committee, chaired by Gulf Oil's Chief Executive Officer and President Keith McWalter, has \$830,000 in pledges, with 35 major companies in the petroleum industry contributing 80 per cent of the total.

The University of Manitoba has changed the name of its School of Physical Education to the Faculty of Physical Education and Recreational Studies. The Faculty's program includes a three-year undergraduate degree, a pre-master's year and graduate programs.

Young people have determined that post-secondary education is a reasonable alternative to unemployment says Ontario's Education Minister Dr. Bette Stephenson. She notes that universities are at 96 per cent employment of graduates and colleges at 91 per cent. She also predicts that society is coming out of a decade-long anti-intellectual phase because "people are realizing education isn't just related to dollars or the acquisition of things, but the perception they have of a satisfying life.

The 1982 Izaak Walton Killam Memorial Prize of \$50,000 has been awarded to Dr. William Tutte, a mathematics professor at the University of Waterloo, in recognition of his outstanding contributions to mathematics. The Killam prize is the most prestigious of the Canada Council's Killam awards, financed through funds donated to the council by Dorothy J. Killam before her death. The prize honors eminent Canadian scholars actively engaged in research in industry, government agencies or universities, in recognition of a lifetime of

achievement in any of the fields of the natural sciences, medicine or engineering. Tutte's contributions have been in the areas of graph theory and the theory of matroids. Killam awards totalling more than \$1.1 million to 30 Canadian scientists and scholars were announced in March.

The Ontario Ministry of Labor is inviting faculty, staff and students across Canada to submit articles on labor issues, for publication. The ministry is interested in original articles on such issues as arbitration, collective bargaining, socio-legal-economic implications of contemporary legislation in relation to the Employment Standards Act or human rights and documentation about individual unions or companies who are innovative in the area of management-union cooperation. Articles can be sent to the Research Branch, 11th Floor, 400 University Ave., Toronto, Ont. M7A1T7.

The Arts, Science and Technology Centre (ASTC) in Vancouver is looking for "a builder, a visionary, a fund-raiser, a creator and a leader" to take over as director of the centre, formerly known as the Arts and Science Centre. "The successful applicant will be expected to accept the challenge of building a major new provincial centre, complete with exciting and innovative exhibits, workshops, travelling shows, school programs and much more," states a recent release on the search for a director. Anyone interested in the challenge should submit a resume and the names of three references to the chairman of the search committee at the centre, 600 Granville Street, Vancouver, B.C. V6C 1Y9.

The University of British Columbia and Zhongshan University in Canton have signed a co-operative agreement providing for the exchange of faculty members over a two-year period. The agreement will enable a faculty member from Zhongshan to visit UBC each year to engage in research while the Chinese university will receive two visiting UBC scholars for half-year visits or four UBC scholars for three months each.

A 24-member advisory committee for the recommendation of candidates to succeed Dr. Douglas Kenny as president of UBC, holds its first meeting this month. Kenny steps down after eight years as UBC's chief executive officer on July 1, 1983.

At Stanford University they've built the largest computer chip ever built at a university. The Geometry Engine contains 40,000 transistors and measures 8.7 by 7.8 millimetres (about one-third of an inch square). The Geometry Engine which is hooked to the Stanford University Network (SUN), the university's computer network, contains four functions per chip instead of one and the system itself consists of 12 chips in a series. The result is high-speed graphics, 48 times faster than a normal general chip. With the Geometry Engine, scientists can take a three-dimensional object and rotate it dynamically every thirtieth of a second without having to write a lengthy program. Stanford planners say the engine will be used by architects, computer science majors, engineers and others. The makers of home computer games are also hoping to make use of this chip.

The engineering students at Waterloo University are putting their money where their protests are by suggesting that they may be willing to pay \$100 in 1982-83 in addition to normal fees in order to protect the quality of their education. The students will pay the fee in addition to regular tuition fees if they support a two-stage referendum backed by the engineering student society. The additional fee would be paid into a Quality of Education Maintenance Fund and would be used for teaching assistants and equipment. The fee is similar to one recently endorsed by engineering students at the University of Toronto who agreed to pay an extra \$100 to cover teaching and equipment costs. Waterloo student Don Heath, president of one of two engineering societies which have endorsed the referendum says students have found that lobbying the government, protesting and educating the public isn't a fast enough method for retaining the quality of education at Waterloo. "Let's tell them what we're willing to do," he says. He added that with a 21-per-cent fee increase in regular tuition fees already approved, the extra fee will be hard on students' finances. "It's a sacrifice we'll have to make." Dean of Engineering Dr. Wally McLaughlin is pleased with the students' response and says it will help in solving problems such as financing undergraduate teaching assistantships and undergraduate equipment.